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ABSTRACT

This facilitator's manual consists of guidelines and materials for use in conducting a workshop dealing with career planning for minority women. Covered in the first half of the manual are the following aspects of implementing the workshop: background on the need for and development of the workshop, a workshop outline and time schedule, the logistics of the workshop, lesson plans for its six sessions, and suggested readings. The second half of the manual consists of a participant's notebook that contains various forms, information sheets, and learning activities. Included among these are a workshop outline and overview; a pre-workshop questionnaire; definitions; information on career planning; a forced-choice value inventory; exercises on development plans, career investigation, and personal career planning; job finding hints; information on organizational structure; and a workshop evaluation form. (Related facilitator's manuals dealing with management basics and personal and professional development for minority women are available separately--see note.) (MN)

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CAREER PLANNING FOR MINORITY WOMEN

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Women's Educational Equity Act Program
U.S. Department of Education

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CAREER PLANNING FOR MINORITY WOMEN

Facilitator's Manual

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Women's Educational Equity Act Program
U.S. DEPARTMENT OF EDUCATION

T. H. Bell, Secretary

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PREFACE

Minority women are faced with both racial and sexual discrimination in the world of work. They have been at least partially excluded from the benefits of the thrust of the civil rights movement of the 60's and the women's movement of the 70's. Although minority workers have had increased opportunities in the last two decades, they have still not caught up with the mainstream of American workers.

According to statistics from the U.S. Department of Labor, the proportion of minority women in the labor force exceeds that of white women in all age groups 25 years and older. However, because of occupational segregation due to racial and sexual discrimination, many minority workers remain clustered in low-paying occupations.

Studies have also shown, for example, that Black women start their careers in lower-status jobs than white women do. And with the exception of some professional positions such as teacher, Black women remain concentrated in the less desirable jobs.

The median wage or salary income of minority women, like that of white women, is substantially less than the income of men, whether white or minority. Fully employed minority women continue to earn less than white women, although the earnings gap is narrowing. In 1974, women of minority races who worked year round at full-time jobs had a median income of $6,611--94% of that of white women, 73% of that of minority men and 54% of that of white men. These earning gaps may be partially attributed to occupational segregation. A case in point is the fact that the largest number of Black women are employed in service occupations and in private household work, the lowest paying of all occupations.

Statistics also indicate that lack of education is not a predominate factor in the underemployment of minority women. In fact, minority women workers have 12.4 median years of schooling, with 65% having high school diplomas and 12% having 4 or more years of college. Although this is comparable to 12.6 median years of schooling for white women, research shows that Black women do less well in the labor market than white women of comparable education and experience.

Although many businesses and industries conduct training and upgrading programs, women and minorities have not fared well in being chosen to participate in these programs. Thus, these types of programs have had little impact on lower-wage workers.

In summary, the pattern of the above information indicates that minority women are seriously underemployed. One response to this problem is the development by minority women of specific professional skills and personal knowledge that can raise both their actual status within the work force and their expectations.

The Division of Women's Programs in the College for Continuing Education at Drake University, Des Moines, Iowa, has been in existence for 10 years.

During that time, it has developed extensive continuing education programs, including career planning courses, management training, counseling on education and careers, and training in communication skills and assertiveness. The Division has also worked cooperatively with numerous organizations such as NOW, AAUW, Iowa Department of Public Instruction, Iowa Commission on the Status of Women, Des Moines Job Service, and Northwestern Bell Telephone.

Drake University's Division of Women's Programs is recognized as having the most extensive program of continuing education services for women in Iowa. Because of this experience, the Division has been requested to consult with other colleges.

Originally, the Division of Women's Programs was concerned with designing programs that would be relevant for all women, regardless of race, class or status. Such programs included the establishment in 1974 of a Job and Educational Referral Service to provide free education and employment counseling to women on a one-to-one basis. This service was the basis for the establishment in 1976 of a Community Career Planning Center for Women, in cooperation with the Des Moines Junior League.

It became apparent that minority women were not fully utilizing the available services of the Division of Women's Programs or the services of any of the other educational institutions in the greater Des Moines area. Even workshops and seminars in career planning that were offered specifically for and promoted among minority women had difficulty recruiting participants.

In an effort first to understand and then to alleviate this problem, the Division of Women's Programs submitted a proposal for an $18,000 Title I grant to fund a specialized outreach program aimed at assessing the needs of and developing training models for employed minority women. The one-year grant, which was awarded in December 1976, was to be conducted at the Community Career Planning Center for Women.

The project was staffed by a Director, who was Black and female. She was assisted by an extensive Advisory Committee, composed of a wide representation of minority and nonminority officials professionally involved in educational training, employment services, personnel work and equal opportunity services. The project was faced with several tasks:

1. Discovering why minority women were failing to take advantage of the resources and educational programs in the Des Moines area.
2. Designing and implementing a survey for employed minority women to assess their needs in the area of career development.
3. Designing and implementing career development workshops in response to the indicated needs of minority women.

A needs assessment survey was developed by Yvonne Gates, Project Coordinator, and Richard Brooks, a Drake University Professor of Education. The survey was administered to a 10% sample population of the 3,100 employed minority women in the Polk County area.

The survey indicated that the reasons minority women in the Polk County area were not utilizing career planning centers and continuing education programs were as follows:

1. Because the recruiters, trainers or counselors in existing programs were, with few exceptions, white, middle-class women.
2. Because most of the publicity was geared to white women.
3. Because most of the institutions offering the services were seen as too much a part of the white, middle-class establishment and were not perceived as understanding the unique problems facing minority women.
4. Because the cost was prohibitive.
5. Because the women had problems related to child care and transportation.

Another significant and related factor was that the primary focus for minorities in general, as well as for minority women, was simply to get a job, rather than to develop potential or to plan careers.

The survey also indicated that the major obstacles in the attempts of employed minority women to advance were:

1. lack of education
2. lack of opportunity
3. personality conflicts
4. discrimination

Minority women felt that their most important educational needs were:

1. career planning
2. assertiveness training
3. supervisory management skills
4. basic management skills

Based on the information gained in the needs assessment survey, three career development workshops were designed:

1. Minority Women's Survival Kit: Personal and Professional Development for Minority Women
2. Career Planning for Minority Women
3. Management Basics for Minority Women

These workshops were implemented locally during 1977-78 under the Title I grant.

The Division of Women's Programs received a one-year Women's Educational Equity Act (WEEA) grant during 1978-79 to refine, validate and develop training manuals for these workshops. A significant part of this process was conducting a national seminar for personnel involved in the area of career development for minority women. The purpose of the seminar was to introduce the three workshops nationally and to have them critiqued by others in the field. The

input from the seminar, in addition to feedback received locally from minority women who participated in the workshops, was utilized in developing what we feel to be very relevant, useful information and exercises.

At this point, we want to share some of the knowledge we have acquired in the two years of this project.

First, through trial-and-error efforts, we have discovered that the following are important characteristics for workshop facilitators to possess:

1. Facilitators must be minority women.
2. Facilitators must be competent and confident professional women who can serve as role models for workshop participants.
3. Facilitators should have good contacts and rapport with the local business community.
4. Facilitators should also have good contacts and rapport with the local minority community and social organizations.
5. Facilitators should have good workshop leadership and/or teaching skills.
6. Finally, facilitators should have a good historical and sociological understanding of American minority relations.

We have also found that the workshops should be limited to minority women, both as participants and as facilitators.

These manuals have been designed so as to allow an opportunity for facilitators to share their own personal knowledge and expertise in career development with participants, and also to allow participants to share their own thoughts and ideas about the subject matter. It helps to establish a confidentiality policy for all personal sharing among facilitators, participants and role models. This encourages the development of a high level of confidence and trust so that valuable information can be shared freely.

Recruitment of potential participants is also an important factor in the success of the workshops. Support by local business, industry, and community and social organizations is imperative and requires that facilitators and/or project coordinators personally and thoroughly explain the purpose of the program. It is always a good idea to design and print flyers and/or brochures explaining the workshops and to distribute these to employers, minority women and other interested people. Make use of public service announcements and radio and TV spots, as well as other media resources such as newspapers, to publicize your workshops. Once you have successfully conducted one workshop, participants' word of mouth will also provide your program with good publicity.

Stanlie M. Jackson

Stanlie M. Jackson
Editor

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ABOUT THE AUTHOR

Stanlie M. Jackson, editor of the career development manuals, was Coordinator of the Women's Educational Equity Act (WEEA) grant. She is a Black woman who holds a B.A. degree in Sociology and History from Spelman College in Atlanta, Georgia. She has studied at the University of Ghana in Ghana, West Africa. She also holds an M.A. degree from the Area Studies: West African History Program at the School of Oriental and African Studies (SOAS) at the University of London, London, England.

Ms. Jackson's previous employment experiences include 5 years of teaching as an instructor in Sociology and Afro-American History at Des Moines Area Community College and later as a Sociology Instructor at Central State University in Wilberforce, Ohio. She was also employed as a Case Manager with the Polk County Department of Social Services.

Her duties as Coordinator of the WEEA grant included the development and refinement of the three career development workshops; the facilitation of workshops; and the editing of workshop manuals. She also supervised and coordinated the planning and implementation of the national career development seminar conducted under the auspices of the WEEA grant.

NOTE TO THE FACILITATOR

This manual contains materials for participants as well as for facilitators of the Career Planning workshop. Those materials intended solely for use by facilitators are so labeled. All other materials (the sheets not marked "Facilitator") are intended to be photocopied in quantity for use by participants during the workshop.

It is recommended that facilitators provide each participant with a notebook made up of copies of the relevant pages of this manual. Facilitators should prepare these participant notebooks well in advance of the workshop and distribute them during Session I.

INTRODUCTION

Career Planning for Minority Women is a six-session (15-hour) workshop. It is designed for minority women who are interested in seeking information and encouragement in defining and planning their personal career development. This workshop is a tool to be used by the minority woman to:

1. Assess her personal skills, resources and abilities.

2. Evaluate realistic opportunities available for advancement and job satisfaction.

3. Determine what, if any, additional training or education is necessary for career development and what commitments that would entail.

The goals of the Career Planning workshop are to provide participants with:

1. A basic understanding of the concept of career.

2. A method for systematically investigating the various types of careers that appeal to them.

3. An opportunity to learn how to analyze and evaluate their abilities, skills and resources and how this potential can best be utilized to plan and pursue a personal career path.

4. An understanding of organizations and how career movement occurs.

5. An opportunity to meet and discuss common goals, problems and problem-solving techniques, thus aiding in the development of a minority women's support network.

Following is an outline for each session of the workshop. Please note that some sessions may appear to be more complete than others; however, each session should easily run the allotted 2 1/2 hours. Each session contains time for interpersonal sharing and/or exercises that seek to provide experiential activities related to the theory-based material. Processing of this material is essential to ensure maximum learning, but it is also time-consuming.

You will want to provide participants with a copy of the workshop outline so that they can follow the presentation and be prepared for their homework assignments.

WORKSHOP OUTLINE

Session I

- Welcome
  - Administrative details
- Introduction
  - Introduction of facilitators
  - Workshop expectations
  - Introductory exercise
  - Workshop goals
- Introductory Lecturette
  - Career
  - Job
  - Career planning
- Between-Session Assignment
  - Participants should obtain a copy of their employers' organizational charts

Session II

- Review of Session I
- Introductory Lecturette (continued)
  - Organizational structure (pyramid)
- Personal Awareness
  - Forced Choice Values Inventory
- Between-Session Assignment
  - Participants should complete the "Goals? Drives? Ambitions?" exercise

Session III

- Review of Session II
- Discussion of "Goals? Drives? Ambitions?" exercise
- Development Plan Exercise
- Career Investigation Exercise
- Role Model

Session IV

- Review of Session III
- Role Model (continued)
- Career Investigation Exercise (continued)

Session V

- Review of Session IV
- Organizational Structure Assessment
  - Centrality
  - Movement
  - Goals
  - Life cycle
  - Career pathing
- Job-Finding Hints
- Career Investigation Exercise (continued)

Session VI

- Review of Session V
- Career Investigation Exercise (conclusion)
- Workshop Summary
- Personal Career Planning Exercise
- Workshop Evaluation and Wrap-up

WORKSHOP TIME SCHEDULE

Session I

- Welcome (40 minutes)
- Introduction (50 minutes)
- Introductory Lecturette (60 minutes)
- Between-Session Assignment

Session II

- Review of Session I (20 minutes)
- Introductory Lecturette (continued) (45 minutes)
- Personal Awareness (1 hour 15 minutes)
- Between-Session Assignment (10 minutes)

Session III

- Review of Session II (20 minutes)
- Discussion of "Goals? Drives? Ambitions?" exercise (1 hour)
- Development Plan Exercise (20 minutes)
- Career Investigation Exercise (20 minutes)
- Role Model (30 minutes)

Session IV

- Review of Session III (10 minutes)
- Role Model (continued) (40 minutes)
- Personal Profile System (1 hour 10 minutes)
- Career Investigation Exercise (continued) (30 minutes)

Session V

- Review of Session IV (20 minutes)
- Organizational Structure Assessment (1 hour 20 minutes)
- Job-Finding Hints (30 minutes)
- Career Investigation Exercise (continued) (20 minutes)

Session VI

- Review of Session V (20 minutes)
- Career Investigation Exercise (conclusion) (40 minutes)
- Workshop Summary (30 minutes)
- Personal Career Planning Exercise (30 minutes)
- Workshop Evaluation and Wrap-up (30 minutes)

THE LOGISTICS

What follows is a brief list of things to be done by facilitators in preparation for the workshop. Be sure to see the note on page 1 regarding the preparation of participant notebooks.

Six Weeks to One Month Before:

Mail brochure and application forms to potential participants and/or personnel officers of major businesses and organizations in your community.

Contact local newspapers, radios, and TV to publicize the upcoming workshop.

Order Personal Profile Systems from Performax International, Inc. [1]

Contact three role models and arrange for one to attend the third, one to attend the fourth and one to attend the fifth sessions (see Session III for specifics).

Two Weeks Before:

Mail confirmation letters to participants. Include a reminder about dates, time and place.

Compile workshop materials:

- Workshop outline
- Participant notebooks
- Name tags
- C.E.U. registration forms (if applicable)
- Pre-workshop questionnaire
- Workshop evaluation form
- Newsprint, tape, markers and/or pens

One Week Before:

Compile a participants' list, which should include names, addresses, phone numbers, payment information and a place to note attendance. (It is important to note attendance if C.E.U. certificates are to be

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[1] See p. 49 for additional information.

awarded at the completion of the workshop. Participants should attend at least five of the six sessions to receive a C.E.U. certificate.)

Mail confirmation letters to role models (see Session III for sample letter).

Suggested Number of Participants:

One facilitator works most comfortably with a maximum of fifteen participants.
Two facilitators work most comfortably with a maximum of twenty-five participants.

Fifth Week of the Workshop:

If applicable, prepare C.E.U. certificates for workshop participants.

Prepare a list of participants' and facilitators' names, addresses and home and office phone numbers. Make enough copies to give to participants during the sixth session of the workshop.

One Week Following the Workshop:

Facilitators meet to share workshop evaluations and to discuss any changes (additions or deletions) that should be made.

Send thank-you notes to the role models, along with an honorarium for their services (see Session III).

Make contact with participants, if possible (see Note, p. 66).

WORKSHOP PRELUDE

If you are like most trainers/facilitators, you will find yourself excited about the challenge of beginning a new workshop. By now you will have invested a good deal of time on preparation--reading, taking notes, compiling participant notebooks, and tending to publicity and other administrative details. You are probably wondering if you remembered to do everything or if you should have done something else. You may also be a bit nervous about such unknown variables as who the participants are and how they will respond to you and the workshop.

We have found that it can be reassuring for facilitators to be on hand early for the first session of the workshop. This will provide you with an opportunity to be sure that the room is comfortably arranged and to put on the coffee pot (if one is available). But most important, you will be there to greet participants warmly as they arrive. Ask each participant to put on a name tag as she comes in. It is helpful to remember that participants are probably just as nervous, if not more so, than you are.

SESSION I

WELCOME

Facilitators should begin Session I by welcoming all participants in a manner that will encourage the development of a relaxed atmosphere for the workshop. Be sure all participants are seated comfortably in a circle. Briefly introduce yourself to participants by telling them who you are and something about your background. If applicable, spend a few minutes taking care of any administrative details--such as filling out C.E.U. registration forms (necessary for awarding C.E.U. certificates) and passing out participant notebooks. Ask participants to fill out the pre-workshop questionnaire, and collect the forms as they are completed.

INTRODUCTION

Facilitators should then spend a few minutes establishing workshop expectations or ground rules. Expectations or ground rules should include the following:

1. All sessions will begin on time. There may be times when participants are unavoidably detained, but they will be expected to come in quietly so as not to disturb the other participants.

2. C.E.U. certificates can be awarded only to participants who have attended at least five of the six sessions.

3. Participants will be expected to complete any between-session assignments, although there will be no exams and although they will not have to turn in their assignments.

4. Participants will be expected to respect the confidentiality of all other workshop participants and role models.

At this point facilitators may also take the time to establish a smoking policy and a break policy and to indicate parking accommodations, if necessary. If possible, a coffee pot should be kept going, and participants should feel free to get coffee (or tea) whenever they wish. Finally, facilitators should express the hope or expectation that each session will generate questions and ideas from the participants. Ask that participants share their questions and ideas, and indicate that the workshop can be augmented or modified to meet their needs.

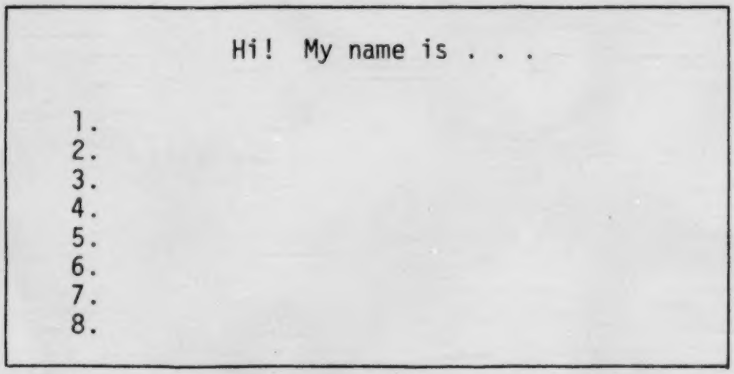
Facilitators should then move on to the introductory exercise. For this exercise, facilitators will need to have at least seven sheets of newsprint, several markers or pens and some tape. Each sheet of newsprint should have one phrase printed at the top, with space below for the participants' responses. Each sheet should be taped to the wall at various points around the room so that participants can easily get to them to write down their

responses. Each participant and facilitator should take a number, read each phrase and put her personal response next to her number. (This means that participants and facilitators will all be moving around the room, writing answers to all the questions.)

The phrases are as follows:

1. Hi! My name is . . .
2. My job is . . .
3. I am interested in . . .
4. What I like most about my job is . . .
5. My biggest accomplishment has been . . .
6. I would like to . . .
7. I am becoming the type of person who . . .

Each sheet of newsprint should look something like the following diagram:



After everyone has completed each phrase, ask each person to read her responses as a way of introducing herself to the group. Participants are welcome to elaborate on this brief introduction if they wish to do so. This exercise is designed to put both facilitators and participants at ease.

Facilitators should then spend a few minutes explaining the workshop goals, which are to provide participants with:

1. A basic understanding of the concept of career.
2. A method for systematically investigating the various types of careers that appeal to them.
3. An opportunity to learn how to analyze and evaluate their abilities, skills and resources and how this potential can best be utilized. to plan a personal career path.

4. An understanding of organizations and how career movement occurs.

5. An opportunity to meet and discuss common goals, problems and problem-solving techniques, thus aiding in the development of a minority women's support network.

INTRODUCTORY LECTURETTE

Facilitators should devote the rest of this session and the beginning of the second session to an introductory lecturette. This lecturette needs to include some basic definitions, as well as a rationale for career planning for minority women.

Begin by explaining to participants that this workshop has been designed to fill a need for minority women. Until recently, minorities have had limited encouragement to gain information about career planning. In the past, career planning was almost an unaffordable luxury for minorities, who were, and to a great extent still are, concerned with survival. Furthermore, organizations historically have had difficulty entertaining the idea of including minorities in a variety of positions throughout their structures. But career planning for minority women is no longer a luxury. This workshop seeks to fill a need by providing some answers to the question of how career planning is done.

Facilitators should then spend time on the concepts of career, job and career planning. Begin by asking participants to define the term career and then briefly list their definitions (either on a chalkboard or on newsprint). Next, provide participants with one of the following definitions of career (see the participant materials):

> Significant life work that demands focused energy and develops increasing competence. It combines what you want to do with what you enjoy doing. It needs to be in harmony with your values, and it needs to be something to which you feel committed.

Or, if facilitators prefer, use the following descriptions of career:

1. pursuit of consecutive, progressive achievement (especially in public or business life)

2. a course of continued progress

3. a person's progress in one occupation

4. a chosen pursuit

5. requires training

6. a long-term venture

7. includes goals and motivations

Compare these definitions of career with the ones that participants have given. What are the similarities and differences? Spend a few minutes reaching a consensus on the definition (possibly incorporating participants' ideas). Included in this discussion should be a definition of the term job and how it relates to the concept of a career. For discussion purposes, indicate that the following characteristics make up the definition of a job:

1. a specific function, duty or role
2. done for its own sake
3. of a short-term, specified nature
4. a task
5. a piece of work

It should also be mentioned that a career can be composed of a series of jobs and that it is possible to have a job but not a career. Historically, minority women who work have had jobs, but not careers. Ask participants to spend a few minutes thinking about this and to share their thoughts. Do they think this is true? Why or why not? Would they define their present employment as a job or as a career? Are they content with this individual perception?

One way of summing up this section of the lecturette is to mention to participants that a career has been described as meaningful life work, whereas a job has been described as work that may or may not be meaningful, or that may or may not be short-term.

Facilitators should then focus attention on the concept of career planning. Career planning is something that, ideally, should be done by everyone. It is an assessment process and includes options exploration, goal setting and resource identification. Facilitators should again mention that the title of this workshop is Career Planning for Minority Women.

Career planning should be viewed as an individual adventure. Career planning--sometimes referred to as career/life planning--is not ordinarily restricted to a vocation; it includes all aspects of an individual's life. Because of the shortage of time, this workshop is restricted to the vocational aspects of career planning. It is hoped, however, that the insights and techniques gained from this process will be incorporated by the participant into all aspects of her life.

Facilitators should complete this session by making sure that participants thoroughly understand the basic concepts of career planning, career and job.

BETWEEN-SESSION ASSIGNMENT

Ask participants to obtain a copy of their employers' organizational charts.

PRE-WORKSHOP QUESTIONNAIRE

Please complete the following questionnaire.

NAME_____DATE_____

ADDRESS_____ZIP CODE_____

HOME PHONE_____WORK PHONE_____

AGE_____MARITAL STATUS (check one): never married_____ divorced_____
married_____ widowed_____
separated_____

WHERE ARE YOU PRESENTLY EMPLOYED?_____

WHAT IS YOUR WORK?_____

EDUCATIONAL LEVEL ATTAINED (check one): high school_____2-year college or certificate_____4-year college_____Master's_____Ph.D._____

COMPARE YOURSELF TO THE AVERAGE PERSON IN OUR SOCIETY (e.g., "MUCH LIKE A PERSON WITH A HIGH SCHOOL EDUCATION") IN THE FOLLOWING AREAS:

Low		Average		High
1	2	3	4	5

1. Verbal ability:
2. Math ability:
3. Artistic talent:
4. Organizational ability:
5. Writing ability:
6. Athletic ability:

WHAT KINDS OF KNOWLEDGE DO YOU HAVE, DIFFERENT FROM THOSE OF THE AVERAGE PERSON?

WHAT HAVE YOU MADE A THOROUGH ATTEMPT AT DOING, ONLY TO DISCOVER YOU'RE NOT GOOD AT IT?

HOW DID YOU FIND OUT ABOUT THIS WORKSHOP?

Please write a personal statement expressing why you want to take this workshop. Please include in your statement where you feel you are now and how you think the self-assessment and training will be helpful to you.

OVERVIEW

The Career Planning for Minority Women workshop is a tool to be used by the minority woman to:

1. Assess her personal skills, resources and abilities.

2. Evaluate realistic opportunities available for advancement and job satisfaction.

3. Determine what, if any, additional training or education is necessary for career development and what commitments that would entail.

The goals of the Career Planning workshop are to provide participants with:

1. A basic understanding of the concept of career.

2. A method for systematically investigating the various types of careers that appeal to them.

3. An opportunity to learn how to analyze and evaluate their abilities, skills and resources and how this potential can best be utilized to plan and pursue a personal career path.

4. An understanding of organizations and how career movement occurs.

5. An opportunity to meet and discuss common goals, problems and problem-solving techniques, thus aiding in the development of a minority women's support network.

DEFINITIONS

Career:

> Significant life work that demands focused energy and develops increasing competence. It combines what you want to do with what you enjoy doing. It needs to be in harmony with your values, and it needs to be something to which you feel committed.

The following is a list of characteristics that make up a definition of career:

1. Pursuit of consecutive, progressive achievement (especially in public or business life)
2. A course of continued progress
3. A person's progress in one occupation
4. A chosen pursuit
5. Requires training
6. A long-term venture
7. Includes goals and motivations

Job:

1. A specific function, duty or role
2. Done for its own sake
3. Of a short-term, specified nature
4. A task
5. A piece of work

Summary:

A career has been described as meaningful life work, whereas a job has been described as work that may or may not be meaningful, or that may or may not be short-term.

SESSION II

REVIEW OF SESSION I

Facilitators should begin this session by asking participants to share any thoughts or questions they may have from the previous session. Spend a few minutes responding, and then briefly summarize the lecturette content of Session I.

INTRODUCTORY LECTURETTE (continued)

As mentioned previously, the lecturette that the facilitator will resume at this point in Session II is a continuation of that begun in Session I. The information in Session I should have provided participants with a basic understanding of the personal or individual aspects of the definition of a career. This second part of the lecturette is devoted to an introduction of the concept of career from an organizational perspective. Facilitators should begin by spending a few minutes briefly defining organizational structure.

The participant materials contain a diagram of a pyramid. This diagram should be used as a basis for the introductory remarks on organizational structure. Explain that the structure of most organizations is comparable to that of this pyramid.

At the top of the pyramid is the Chief Executive Officer (CEO), who is the ultimate decision maker. At the bottom of the pyramid are the workers. The inside of the pyramid is composed of layers, or levels, which represent decreasingly less powerful officers. The layers fan out from top to bottom, because the less powerful the level, the more positions are located at that level. An imaginary line could be drawn about two-thirds of the way down the pyramid to separate management from nonmanagement positions. The power in the pyramid flows from the top down, because when a task becomes too large for an individual, it is divided and delegated downward. This continues to the bottom level, which is a purely subordinate level because there is no lower place to which tasks can be delegated. All levels (with the exception of the top and lowest levels) are in dual positions; people are subordinate to their immediate superiors, but superior to those who report to them. The purpose of this form of organization is to subdivide tasks into manageable components, which are then reassembled or coordinated to accomplish the prescribed purpose.

At this point, facilitators should pause to ask participants if they understand what has been discussed and to answer any questions they might have. Since participants were asked to obtain copies of their own organizational charts, ask them now to compare their own charts with the diagram of the pyramid. Are the two similar? If not, how do they differ? Also ask participants to locate their positions on their own charts.

To conclude this introductory lecturette, facilitators should briefly summarize the information presented in Sessions I and II.

PERSONAL AWARENESS

Explain to participants that in order to plan their own careers, they first need to develop an awareness of themselves, including their:

Values

Needs

Interests

Abilities

Purposes

Second, they need also to develop an understanding of the theoretical concept of organizational structure, as well as of the individual structure of the organization in which they wish to develop a career. This means learning about:

1. How organizations are structured.

2. How movement occurs within the structure.

3. What possibilities for career growth exist within the structure.

This workshop provides both the time and the directions for each participant to develop individual awareness and a basic knowledge of organizational structure and how it functions. The remainder of Session II, as well as Sessions III and IV, is devoted to exercises designed for the growth of individual self-awareness. Session V is devoted to organizational structure and techniques for finding jobs, and Session VI completes and summarizes all these learning activities. In addition, throughout Sessions III-VI, participants are involved in conducting individual career investigations. It is hoped that this combination of exercises and lecturettes will provide participants with the necessary tools to begin designing their own personal career plans.

Facilitators should next ask participants to refer to the "Forced-Choice Value Inventory" exercise. (This is the first in a series of exercises designed to develop individual awareness.) Read the instructions aloud as the participants follow along. Answer any questions participants have about the directions, and then ask participants to do the exercise. Allow 15 to 30

minutes for participants to complete the exercise. Then read the scoring directions and ask participants to score their inventories (allow about 15 minutes for this).

Spend time discussing the results. Ask participants to share their findings. Questions facilitators might ask participants to think about and answer orally are as follows:

Were you surprised at your ranking? Why or why not?

Do you feel that you rejected the last five values? Were you aware of this?

What did you think of the exercise?

Can you think of ways this exercise can be of use to you personally?

Did you like (or dislike) what you may have discovered about yourself?

Did you feel that this was an accurate scoring of your values?

BETWEEN-SESSION ASSIGNMENT

Conclude the session by making the following between-session assignment:

Ask participants to refer to the section on "Goals? Drives? Ambitions?" in their materials. Each participant should read this section thoroughly and honestly rate herself according to the directions. Each should complete the eight pages of the exercise and be prepared to discuss this activity at the next session.

CAREER PLANNING

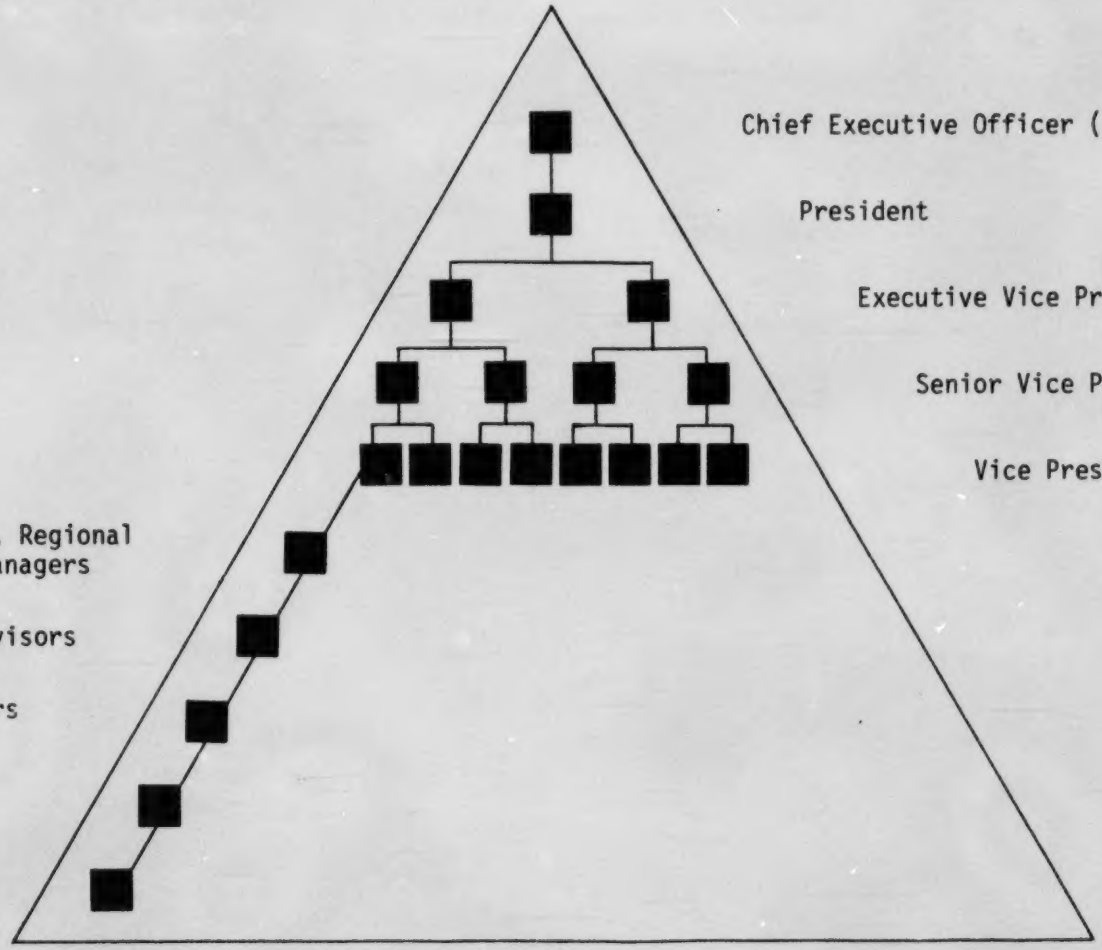
Career planning includes an awareness of self, including your:

- Values
- Needs
- Interests
- Abilities
- Purposes

It also includes the development of an understanding of organizational structure. This means learning about:

1. How organizations are structured.
2. How movement occurs within the structure.
3. What possibilities for career growth exist within the structure.

ORGANIZATIONAL CHART: "CHAIN OF COMMAND"*



*Adapted from Betty Lehan Harragan, Games Mother Never Taught You: Corporate Gamesmanship for Women (New York: Rawson, Wade Publishers, Inc., 1977), The Chain of Command, p. 46.

FORCED-CHOICE VALUE INVENTORY*

Purpose. To confront the stresses involved in setting priorities for your values.

It can be very helpful in decision making and setting goals if we can identify our values. However, many decisions may require having to choose between two or more important values. Making a decision is not simple. Not only may we have to give up a value we believe is important in favor of a higher priority one, we may have to defend our decisions to persons with different value systems. The following exercise forces a choice among values. By so doing you can arrive at a ranking of your values.

Discussion: Can you think of a situation where you had to make a decision when two or more values conflicted? (Example: education or good grades versus loyalty to friends)

Procedures:

1. Look over the list of values and their definitions on the following pages. These are values many people feel are important. Of course, there are many others we were not able to include here. Define the values according to definitions listed so that everyone in your group is using words in the same way.

2. Do the Forced-Choice Value Inventory on the pages following the definitions.

---

*From Laura G. Manis, Womanpower: A Manual for Workshops in Personal Effectiveness (Cranston, Rhode Island: The Carroll Press, copyright © 1977). Reprinted by permission.

DEFINITIONS OF SELECTED VALUES*

AESTHETICS - Appreciation and enjoyment of beauty for beauty's sake.

AMBITION - Strong desire for achievement.

APPEARANCE - Concern for the attractiveness of one's own person.

BROADMINDEDNESS - Open-minded, tolerant.

COMPETENCE - Capable, effective.

CREATIVITY - Imaginative.

EMOTIONAL HEALTH - Peace of mind, freedom from overwhelming anxiety.

EQUALITY - Equal opportunity for all.

ETHICS - Having principles of conduct.

HELPFULNESS - Working for or devotion to others.

HONESTY - Truthful, sincere.

KNOWLEDGE - Seeking of truth, information.

LEADERSHIP - Influence over others.

LEISURE - Time for enjoyment, gratification.

LOVE - Devotion, warm attachment that prizes another.

PHYSICAL HEALTH - Freedom from physical disease or pain.

POPULARITY - Being liked, approved and accepted by many.

RELIGIOUS FAITH - Obedience to and activity in behalf of a Supreme Being.

SECURITY - Freedom from concern for material resources.

SELF-SUFFICIENCY - Self-reliant, independent.

SUCCESS - Accomplishment brought about by effort and determination.

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FORCED-CHOICE VALUE INVENTORY*

Directions: Each item contains a group of characteristics. In each grouping you are to rate the value you place on each characteristic. There are no right or wrong answers. Rate the values according to how you really feel, not how you should feel. In front of each characteristic you are to place a number from 1 (the characteristic you value most in the grouping) to 5 (the characteristic you value the least). Be sure you place a number from 1 to 5 in front of each characteristic. You must give a different rating to each characteristic named in the group.

1. ___ Ambition
___ Broadmindedness
___ Competence
___ Popularity
___ Helpfulness

2. ___ Broadmindedness
___ Creativity
___ Self-Sufficiency
___ Physical Health
___ Aesthetics

3. ___ Creativity
___ Security
___ Popularity
___ Appearance
___ Love

4. ___ Security
___ Success
___ Leadership
___ Ambition
___ Physical Health

5. ___ Success
___ Honesty
___ Appearance
___ Knowledge
___ Broadmindedness

6. ___ Honesty
___ Competence
___ Creativity
___ Leadership
___ Leisure

7. ___ Competence
___ Self-Sufficiency
___ Knowledge
___ Emotional Health
___ Security

8. ___ Self-Sufficiency
___ Popularity
___ Leisure
___ Religious Faith
___ Success

9. ___ Popularity
___ Physical Health
___ Emotional Health
___ Equality
___ Honesty

10. ___ Physical Health
___ Appearance
___ Religious Faith
___ Ethics
___ Competence

11. ___ Appearance
___ Leadership
___ Helpfulness
___ Self-Sufficiency
___ Equality

12. ___ Leadership
___ Knowledge
___ Ethics
___ Aesthetics
___ Popularity

13. ___ Knowledge
___ Leisure
___ Physical Health
___ Helpfulness
___ Love

14. ___ Leisure
___ Emotional Health
___ Aesthetics
___ Ambition
___ Appearance

15. ___ Emotional Health
___ Religious Faith
___ Love
___ Broadmindedness
___ Leadership

16. ___ Religious Faith
___ Equality
___ Ambition
___ Creativity
___ Knowledge

17. ___ Equality
___ Ethics
___ Broadmindedness
___ Security
___ Leisure

18. ___ Ethics
___ Helpfulness
___ Success
___ Emotional Health
___ Creativity

19. ___ Helpfulness
___ Aesthetics
___ Security
___ Honesty
___ Religious Faith

20. ___ Aesthetics
___ Love
___ Equality
___ Success
___ Competence

21. ___ Love
___ Ambition
___ Honesty
___ Self-Sufficiency
___ Ethics

---

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SCORING

Directions for Scoring: Each value appeared in different groupings five times on the preceding page. After each value on the scoring chart below, place the number you assigned to it each time that value appeared. Then add the total numbers across.

Below the tabulating chart, list the values starting with the lowest totals and so on for all 21 values. This list will show the values of most importance to you.

Tabulating Sheet--Value Inventory

VALUE	Number of group listing this value	Your ratings for each time value appeared					Total
		1	2	3	4	5	
Aesthetics	2, 12, 14, 19, 20						
Ambition	1, 4, 14, 16, 21						
Appearance	3, 5, 10, 11, 14						
Broadmindedness	1, 2, 5, 15, 17						
Competence	1, 6, 7, 10, 20						
Creativity	2, 3, 6, 16, 18						
Emotional Health	7, 9, 14, 15, 18						
Equality	9, 11, 16, 17, 20						
Ethics	10, 12, 17, 18, 21						
Helpfulness	1, 11, 13, 18, 19						
Honesty	5, 6, 9, 19, 21						
Knowledge	5, 7, 12, 13, 16						
Leadership	4, 6, 11, 12, 15						
Leisure	6, 8, 13, 14, 17						
Love	3, 13, 15, 20, 21						
Physical Health	2, 4, 9, 10, 13						
Popularity	1, 3, 8, 9, 12						
Religious Faith	8, 10, 15, 16, 19						
Security	3, 4, 7, 17, 19						
Self-Sufficiency	2, 7, 8, 11, 21						
Success	4, 5, 8, 18, 20						

Values in Order of Importance

1.	8.	15.
2.	9.	16.
3.	10.	17.
4.	11.	18.
5.	12.	19.
6.	13.	20.
7.	14.	21.

Discussion: (In support groups of six)

We have found in discussions with other groups that usually the first five values are goals we are working to obtain. The next ten or so are still important to us but they may already be part of our lives and taken for granted. The last few are values we reject.

Discuss whether this describes your rankings. Were there any surprises? If there are any, do they fit you? Is this the way you really feel or did you give higher or lower rankings according to what your current peer group values or rejects rather than your true feelings?

GOALS? DRIVES? AMBITIONS?*

Goals? Drives? Ambitions? Where am I going? How much do I really want to change things and move forward in the world of work? For each of the following questions, rate yourself on the following scale:

9 - 10	exceptional, certain
7 - 8	quite well, rather strong
5 - 6	O.K., fairly strong, fairly often
2 - 4	some doubts, seldom
0	undecided

A. AMBITION

1. How exact are your goals regarding business or work?	0	1	2	3	4	5	6	7	8	9	10
2. To what extent do the goals you have selected challenge your utmost ability?	0	1	2	3	4	5	6	7	8	9	10
3. To what extent are you prepared to break out of your routines, even make sacrifices, in order to move toward your career goals?	0	1	2	3	4	5	6	7	8	9	10
4. How confident are you of your ability to move forward toward your career goals?	0	1	2	3	4	5	6	7	8	9	10
5. How thoroughly have you worked out a plan for attaining your career goals?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

*From Elmer H. Burack, Maryann Albrecht and Helene Seitler, Growing, forthcoming from Wadsworth Publications. Used with permission.

B. DRIVE, SELF-STARTING ABILITY

1. To what extent do you go beyond that which is immediately required?	0	1	2	3	4	5	6	7	8	9	10
2. How often do you seek out additional work?	0	1	2	3	4	5	6	7	8	9	10
3. How much stick-to-itiveness do you have on difficult tasks?	0	1	2	3	4	5	6	7	8	9	10
4. To what extent are you willing to gather all the necessary details for problem solving or decision making?	0	1	2	3	4	5	6	7	8	9	10
5. To what extent do you strive for the best solution to a problem, rather than just an acceptable solution?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

C. INTEREST AND DESIRE TO LEARN, CONCENTRATION

1. To what extent do you seek out new learning?	0	1	2	3	4	5	6	7	8	9	10
2. To what extent can you shut out distracting matters?	0	1	2	3	4	5	6	7	8	9	10
3. How often can you easily grasp new ideas?	0	1	2	3	4	5	6	7	8	9	10
4. How often do you consider a number of viewpoints when solving a problem?	0	1	2	3	4	5	6	7	8	9	10
5. How well do you organize items for analysis?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

D. PROBLEM-SOLVING STYLE

1. How often can you bring together different ideas without too much difficulty?	0	1	2	3	4	5	6	7	8	9	10
2. How often do you hang in and stay with a problem?	0	1	2	3	4	5	6	7	8	9	10
3. Do you find it easy to stay calm, even under difficult conditions?	0	1	2	3	4	5	6	7	8	9	10
4. Do you often think of alternative ways to solve a problem?	0	1	2	3	4	5	6	7	8	9	10
5. Do you find it easy to make a final decision?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

E. RELATIONSHIPS WITH OTHER PEOPLE

1. To what extent are you willing to discuss feelings--yours or theirs--with others?	0	1	2	3	4	5	6	7	8	9	10
2. To what extent are you trusting of others?	0	1	2	3	4	5	6	7	8	9	10
3. Are you willing to accept or sometimes even seek out constructive criticism?	0	1	2	3	4	5	6	7	8	9	10
4. Can you accept conflict and initial disagreement between yourself and others?	0	1	2	3	4	5	6	7	8	9	10
5. Do you think you have a good insight and understanding of others?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

F. MANAGEMENT POTENTIAL

1. Do you think you are willing to take on responsibility?	0	1	2	3	4	5	6	7	8	9	10
2. Are you prepared to make important decisions yourself?	0	1	2	3	4	5	6	7	8	9	10
3. Do you like to involve others in decisions?	0	1	2	3	4	5	6	7	8	9	10
4. Do you like to use personal skills and persuasion to help others?	0	1	2	3	4	5	6	7	8	9	10
5. To what extent are you willing to let others do work, rather than doing it all yourself?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

G. SUPERVISORY SKILLS

1. Can you make decisions which may affect other people's work?	0	1	2	3	4	5	6	7	8	9	10
2. Do you show an active, continuing concern for subordinates?	0	1	2	3	4	5	6	7	8	9	10
3. Can you get a message across to other people?	0	1	2	3	4	5	6	7	8	9	10
4. Are you comfortable working with many different kinds of people?	0	1	2	3	4	5	6	7	8	9	10
5. To what extent can you work without a great deal of support from others?	0	1	2	3	4	5	6	7	8	9	10

Total number of points _____

In each of areas A through G your score could range from zero to 50. Any area score below 25 is indicative of an opportunity for you to do some skills development. Scores above 25 indicate areas where you have greater strength and require less development work. Also, you should check out single items within each area to pinpoint your most important development needs.

List your score for each area below, and describe how satisfied you are with your current personal inventory:

AREA	SCORE	SATISFIED	WANT TO IMPROVE
A. Ambition			
B. Drive			
C. Learning			
D. Problem Solving			
E. Relationships			
F. Management			
G. Supervision			

AREA	BEHAVIOR TO HELP ME IMPROVE
A. Ambition	_____
	_____
B. Drive	_____
	_____
C. Learning	_____
	_____
D. Problem Solving	_____
	_____
E. Relationships	_____
	_____
F. Management	_____
	_____
G. Supervision	_____
	_____

That gives you a general overview of where you are and where you want to be. You don't have to make any final decisions on how satisfied you are or how much you want to improve a specific item. This is just to get things started. Think it over for a while. You may wish to return to some of these areas later on.

Now that you have taken time to gain perspective, let's look in more detail at where you are and where you want to be. Let's break it down a little. Look at your good points first. Scan the areas where you scored 25 or more, and the questions on which you scored below 5. See where you are really proud of your efforts. List these below:

_____

_____

_____

_____

_____

_____

Are some of your strengths in one area, such as problem solving or supervisory skills? If so, you have already developed your career orientation in very important ways. Check off your key-area strengths below.

KEY AREAS

A. Ambition _____

B. Drive _____

C. Learning _____

D. Problem Solving _____

E. Relationships _____

F. Management _____

G. Supervision _____

Many career specialists feel that building on strengths is quite important--more so than trying to shore up weaknesses. Thus, your strong points will provide a sound foundation for building to meet your future needs.

Now, let's take a look at areas where you'd like to improve. Look at the areas where you scored 25 or less, and/or questions on which you scored five or below. List those items you'd really like to improve upon:

_____	_____
_____	_____
_____	_____

SESSION III

REVIEW OF SESSION II

Facilitators should begin this session (and all other sessions) by requesting feedback from participants concerning the previous session(s). Spend a few minutes responding to, and encouraging others to respond to, any questions or thoughts participants might share. Review the information discussed in Session II. Briefly reiterate the fact that career planning is a process that includes thorough knowledge and understanding of self and organizational structure.

DISCUSSION OF "GOALS? DRIVES? AMBITIONS?" EXERCISE

At the end of Session II, participants were given the between-session assignment of completing the exercise entitled "Goals? Drives? Ambitions?". Ask them to refer to the exercise in their materials; then divide the group into two smaller groups. One facilitator should work with each group.

Encourage participants to discuss the exercise and any insights they may have discovered about themselves. The following are questions that could be used to encourage discussion (facilitators can use these questions or develop their own):

> How did you feel about doing the exercise? (Did you enjoy it, or was it a chore?)
>
> Do you feel that the exercise provided you with any personal insights? If so, please share some of the most important things you learned.
>
> Were you surprised by your responses? Why or why not?
>
> Were you satisfied with your rating?
>
> Do you feel that there are things you would like to change? What, for example?
>
> Have you thought about ways to make these changes?

DEVELOPMENT PLAN EXERCISE

At this point, ask the two groups to join each other and briefly share the highlights of the previous discussion. Then refer the participants to the "Development Plan Exercise" in their materials. Have participants spend approximately 20 minutes completing the exercise.

Facilitators may then spend a few minutes discussing the idea that women and minorities often have difficulty developing and achieving goals, drives

and ambitions. These difficulties arise because of the roles assigned to women and minorities. For example, we have been socialized to believe that ambition in women is somehow unfeminine, or that minorities have limited intelligence and potential (low I.Q.'s, etc.). Historically, our options have been limited, and our economic and social positions have been precarious; thus, our ambitiousness has most often led only to disappointment, while our goals have been limited just to "getting by" or just "making it." The civil rights movement of the 60's and the women's movement of the 70's, however, tell us that our options are expanding, and that not only is it feasible to set goals and be ambitious, but these dreams can be and are being realized. While achievement may still be difficult, it is within our grasp. Planning our careers methodically and intelligently, and following through on these plans, is one way to achieve our goals.

CAREER INVESTIGATION EXERCISE

Facilitators should ask participants to refer to the "Career Investigation" section of their materials. (Facilitators should have made four copies of the second page of this exercise for each participant.) The exercise requires participants to think about their personal areas of interest and to explore specific jobs within these areas that are suited to their needs and abilities.

Explain to participants that the exercise should be completed over the next 3 weeks, i.e., that they should complete all forms by Session VI. Let participants know that they will be asked to share, during Sessions IV-VI, what they are learning from their investigations.

Instruct participants to choose four different careers, as the exercise explains, and to use the "Career Investigation" forms to explore each of these areas. Tell participants to call people who are working in these areas (people at their places of employment, or friends) to set up an appointment for a one-hour meeting, during which time participants will interview the people about their positions, using the "Career Investigation" forms as a guideline. Be sure participants realize that the questions on the form are to be used as a guideline only and that their interviews need not be limited to those questions. Make sure that all participants thoroughly understand the assignment, and spend a few minutes answering any questions that arise.

ROLE MODEL

At this point, the facilitators should introduce the session's role model to participants. As mentioned in the logistics section, facilitators should already have invited three persons to serve as role models for the workshop. Choose the role models carefully. Make sure they are competent, confident and successfully employed minority women from your community and that they can express themselves well orally.

The purpose of inviting the role models is to provide participants with an opportunity to learn about career planning by listening to the firsthand experiences of competent, successful minority women. Role models should be willing to share their experiences by explaining the following:

1. The steps they've taken to reach their present positions and how they decided on these steps.

2. Who provided them with help along the way and why.

3. The types of things they have learned about organizational structure and how they have used this knowledge to help them with their own career development.

Facilitators need to contact role models several weeks before the workshop begins so that these women can make arrangements in their busy schedules to accommodate you. The following is an example of a confirmation letter that could be sent to potential role models.

Dear _____:

We will be conducting a six-session workshop on Career Planning for Minority Women. Its purpose is to assist minority women in their efforts to:

assess their personal skills, resources and abilities;

evaluate realistic opportunities available for advancement and job satisfaction;

determine what, if any, additional training or education is necessary for career development and what commitments that would entail.

This letter is to confirm plans for your attendance as a role model at this workshop on (date and time).

We hope you will be willing to share some of your experiences by explaining such things as the following:

the steps you have taken to reach your present position and how you decided to take these steps;

who provided you with help along the way and why;

the types of things you have learned about organizational structure and how this knowledge has been useful to you in your own career development.

We are particularly interested in having you explain what your job entails. We would also like to know why you decided to pursue this career and the steps you have taken, or are taking, to achieve job satisfaction. Other questions you might consider while preparing your remarks are:

What problems have you encountered because you are a woman and/or a member of a minority group?

What methods have you devised to cope with these problems effectively?

What advice can you give to workshop participants to pursue a career goal effectively?

If possible, please limit your remarks to 10 to 15 minutes. A question-and-answer period of about 15 minutes will follow your talk, to allow participants an opportunity to gain additional insights.

Conclude the letter by providing the address for the meeting place and a phone number to call in case of scheduling problems or if further information is needed.

It is hoped that the role models will provide participants with two important things:

1. Practical information on career planning from a personal perspective.

2. Inspiration and/or knowledge that achievement of goals is within the realm of possibility.

(Note: Because the role models have arranged their schedules to accommodate you in an information-sharing session, try, if possible, to provide them with a small honorarium. This expression of gratitude could, depending on your budget, range from $10.00 to $25.00. The role models will appreciate this small token of thanks.)

DEVELOPMENT PLAN EXERCISE*

1. Based upon the analysis of my abilities and needs, I would like the following to be my next two positions: _____

   _____

2. In order to compete successfully for this next position, what knowledge or skill do I need to develop?

	Knowledge	Skill
a.		
b.		
c.		
d.		
e.		

3. What added or new job experiences do I need?

4. What is there in my current job, or what can be added to my current job, to help me get the experience and development I need?

5. Are my goals and values compatible with the policies and opportunities of my present company? Should--and would--I be willing to change?

---

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6. How can I acquire the necessary training I need?

   a. Company-based programs _____

   b. Formal education _____

      (High school, college, graduate programs, Dale Carnegie, specialized courses)

   c. Self-development

      Professional periodicals _____

      Newspapers _____

      Clubs, organizations _____

      Books _____

7. The following is my personal development plan for the next 12 months:

	Activity	Target Date
a.		
b.		
c.		
d.		
e.		
f.		

8. Long-range goal: I feel the highest position I could ever fill would be at the level of _____

   _____

9. How do I plan to get there? (What interim jobs are needed? How long will it take? What feedback can I obtain along the way in order to determine if my plan is working?)

10. What steps can I take to help effect the change I want?

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

CAREER INVESTIGATION EXERCISE*

If you are not absolutely certain as to what your long- and short-term goals are, consider career investigation:

1. List several general areas of interest which you could explore in order to pinpoint specific jobs within the area which are suited to your needs and abilities (Accounting, Sales, Programming, Production, etc.).

   a.

   b.

   c.

   d.

2. Use the following Career Investigation Form to explore each of these areas. Work with your manager in setting up luncheon or hour-long meetings with people in each area in order to learn as much as possible about each position.

---

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CAREER INVESTIGATION FORM

Career Area _____

Specific Job _____

a. What are the specific duties and responsibilities? What does one do all day in this position?

b. What does the person in the job like or dislike about it?

c. How does this position develop one for future advancement? Where could it lead?

d. What factors or characteristics would make one fail or succeed in this position?

e. What kind of ability, experience or training is necessary in order to obtain this position?

f. What personal commitments, such as overtime or travel, are required to be successful in this position?

g. Where does the person fit in the structure of her organizational chart (pyramid)?

SESSION IV

REVIEW OF SESSION III

Facilitators should (as always) begin this session by reviewing the previous session. Be especially sure to allow time for participants to provide any feedback they might have about the presentation of the first role model.

ROLE MODEL

Introduce the session's (the second) role model, and allow 10 to 15 minutes for her presentation and 15 to 20 minutes for a question-and-answer period to follow. (Refer to the section on role models in Session III for further information.)

PERSONAL PROFILE SYSTEM

Facilitators should then introduce the Personal Profile System. The Personal Profile System is designed and distributed by Performax Systems International, Inc. We could not include the system in this manual. Therefore, to order copies of this system or to obtain information, write to the following address:

Performax Systems International, Inc.
Bassett Creek Medical Building
5851 Duluth Street
Minneapolis, MN 55422

The following is a description of the Personal Profile System's background and benefits:

> Performax Systems are designed to increase performance by guiding people to become more successful in whatever they do. The Personal Profile System gives users a chance to evaluate their own behavior effectively. It also nurtures self-motivation. Using a self-developing tool, or instrument, people discover the behavioral pattern that best describes them.
>
> The Personal Profile System isn't a test to pass or fail. It's a scientific tool that enables participants to develop a descriptive view of themselves. This instrument graphically portrays a three-dimensional view of an individual's behavioral style in relation to others. Both strengths and weaknesses are discovered.
>
> Once the strengths and weaknesses have been recognized, a specific plan of action can be developed so that individuals can make better use of their strengths and take the necessary steps to overcome or

offset weaknesses. This can lead to the development of an individual's maximum performance--on the job, at home, alone or within any group.

The Personal Profile System helps to provide answers to the following questions:

What is my individual style of interacting with people?

How do I go about getting things done?

In what types of situations do I tend to lead most effectively?

How will I tend to react when faced with strong opposition?

How do I conduct myself as a member of a group?

Will I feel more comfortable when dealing with a problem of a technical or of a human nature?

In carrying out leadership responsibilities, how well do I approach the motivation/satisfiers of people?

What additional suggestions are needed for me to develop greater skills with which to be even more effective?

After explaining the purpose of the Personal Profile System and reassuring participants that it is not a test, facilitators should read the instructions aloud while participants read them silently. Remind participants to respond to all questions as if they were in a work setting (or situation). Allow time for participants to complete the questionnaire, and then help them follow the instructions to interpret their individual responses. After participants have completed all sections of the system, allow time for them to think about their behavioral styles, strengths and weaknesses. Encourage participants to discuss their findings. Do they find the system to be accurate? Why or why not? Do they feel the system is useful? In what ways can they use the system in their individual situations? Participants might also receive feedback from others on the accuracy of their personality profiles. Ask participants to think about the system and to share its findings with these significant others. How accurate will these significant others feel the system is?

CAREER INVESTIGATION EXERCISE (continued)

After thoroughly discussing the Personal Profile System, facilitators should ask participants about their progress with the "Career Investigation" forms. Ask participants to share anything of significance they may have learned from their interviews. Complete this session by encouraging participants to continue their career investigations.

SESSION V

REVIEW OF SESSION IV

The session should begin with a brief review of Session IV. Then introduce Session V's (the third) role model. Again, the role model's presentation should take 10 to 15 minutes, with a question-and-answer period of 15 to 20 minutes to follow.

ORGANIZATIONAL STRUCTURE ASSESSMENT

Facilitators should then give a lecturette on organizational structure and strategies for internal career pathing.

Begin this lecturette by reminding participants briefly of the introductory remarks made on organization during Session II. Ask participants to refer to the diagram of the cone in their materials. This diagram attempts to represent the inside of an organization (whereas the pyramid diagram looked at the organization from the outside).

Explain that each organization is composed of many small pyramids. For example, an organization may have a personnel (or human relations) department, a data-processing department and a marketing department. Each department may have a manager, two or three supervisors and several workers. The workers report to their supervisors, who in turn report to their managers.

Here, facilitators should briefly introduce the concept of centrality. The term centrality simply refers to the fact that power is concentrated in the center of the cone (and the smaller pyramids), rather than around the edges of the cone. Thus, individuals located in the middle of the cone or close to the middle of the cone are either powerful or very close to the decision-making power. For example, secretaries or administrative assistants to the Chief Executive Officer (CEO) or to vice presidents may be placed near the center of the cone--a position that gives them more power, or more access to power, than those who are located at a higher point on the outskirts of the cone have.

Next, spend a few minutes discussing movement within an organization. Often, people tend to think of organizational movement as vertical (up, or in some cases down); however, movement can also be lateral, e.g., taking a new position in a different department that is on the same level as the first position was.

Lateral moves are often important because they can enable an individual to gain needed additional skills. A lateral movement can also serve as a competency bridge toward a vertical, upward movement. Finally, a lateral movement can move an individual closer to the centers of power in an organization, or it may mean a more interesting position that has greater access to power.

(An example from facilitators on their own organizations would be useful here. Or participants might chart the movement of various people on their own organizational charts.)

Understanding lateral moves should include a realization that not all departments provide "equal" opportunities. Some departments are noted for their dead-end positions, i.e., movement within the department and outside of or up from the department may be severely limited or nonexistent. On the other hand, some departments may be noted for their springboard qualities--individuals have more opportunities for mobility (upward and/or inward). It is important for people involved in career planning to develop the ability to assess movement possibilities within the various departments of their organizations. One way of doing this is to study the key moves of people in higher positions. For example, what was the first position (entry level) of the organization's vice president? What key positions did this person hold leading up to the vice presidency?

Women and minorities must also analyze the goals of their organizations. The bottom line for most organizations is making money--or at least not losing money. (This is true in business organizations as well as in educational institutions or social welfare agencies.) Be aware of this, but also be aware of what the organization considers are the acceptable or appropriate methods of achieving this goal. Once these goals and methods are understood, then it is necessary for an individual to determine if they mesh with her own personal goals and values.

At what stage is the organization in its life cycle? Is it a new organization that is innovative or creative, or is it an older organization that is conservative and traditional? This is an important assessment, because it may determine the organization's policies toward women and minorities. For example, a new, innovative organization may be more willing to train and upgrade promising women and minorities than an older, conservative company may be.

In summary, an individual must be aware of several important elements of organizational structure:

1. The movement possibilities (lateral, central and vertical) within the organization.

2. The goals of the organization and its methods for attaining these goals.

3. The organization's stage in its life cycle.

Once an assessment is made of the above elements, and individuals are aware of their own needs, abilities, interests and purpose, a person can begin to contemplate career pathing.

The phrase career pathing refers to an ability to choose a long-term career goal; to make a commitment to attaining that goal; and to devise plans or strategies that include short-term, intermittent steps to achieve that goal. Put simply, it means learning what you need to know and doing what you need to do in order to reach your goal.

Allow participants a few minutes to consider all of the above concepts and to raise any questions or share any ideas they might have. At this point, facilitators may also wish to give an example of a successful individual who has devised a career path within an organization.

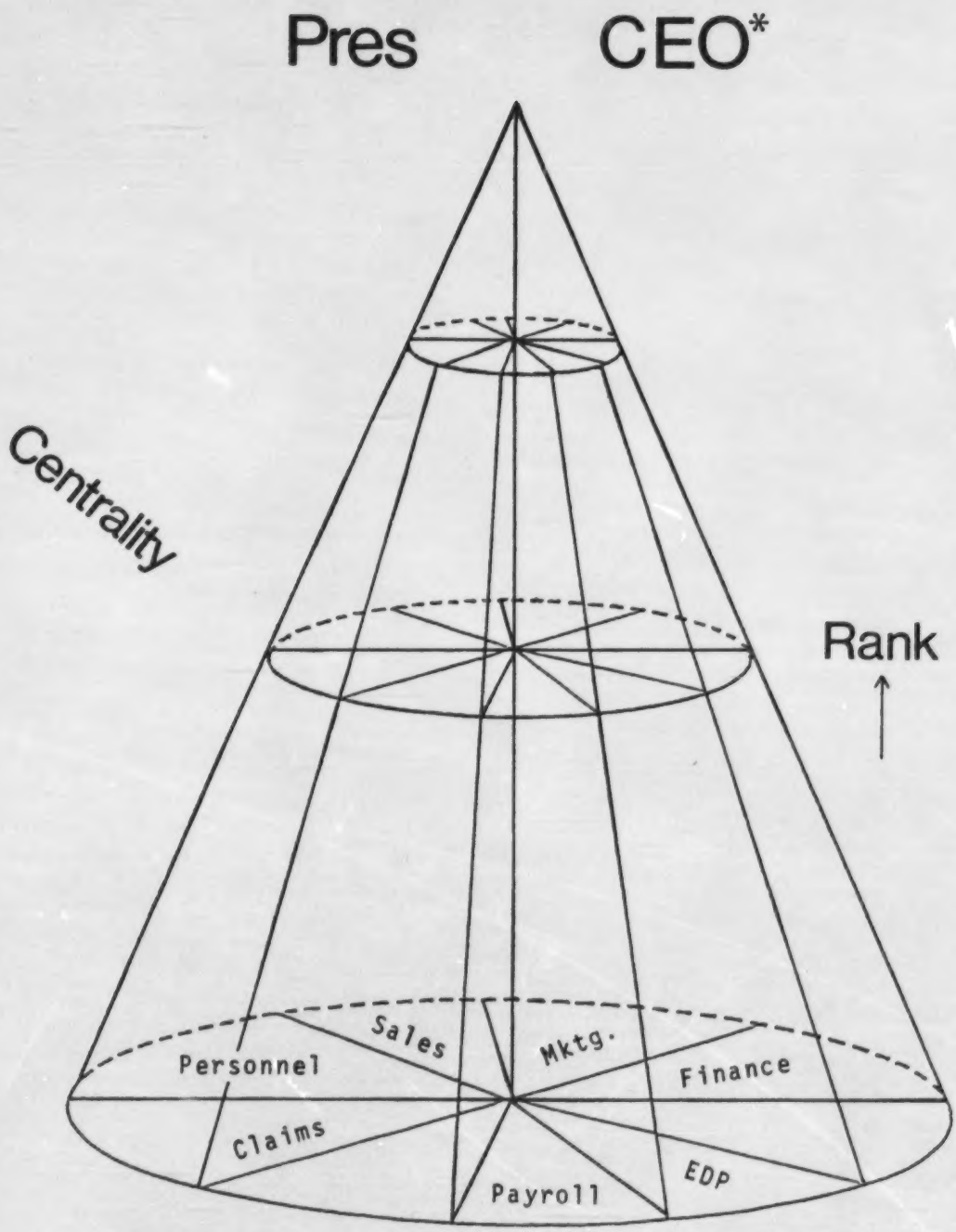
JOB-FINDING HINTS

Facilitators should ask participants to refer to the "Job-Finding Hints" section of their materials and to follow along as facilitators explain the content of the section. It may be helpful for facilitators to make a large copy of the "Job Search Pyramid" on newsprint so that participants can more easily follow the presentation.

CAREER INVESTIGATION EXERCISE (continued)

The last segment of this section should be devoted to participant reports on their career investigation interviews. By this time in the workshop, participants should have completed at least two of the four forms. Ask participants to share what they have learned from the interviews. Have the interviews been useful to them? In what ways will the information be useful to them?

Facilitators should conclude the session by asking participants to be prepared to do some personal career planning in Session VI.



*From Elmer H. Burack, Maryann Albrecht and Helene Seitler, Growing, forthcoming from Wadsworth Publications. Used with permission.

KEY THOUGHTS: ORGANIZATIONAL STRUCTURE

Individuals need to be able to analyze and understand the following important elements of organizational structure:

1. The movement possibilities (lateral, central and vertical) within the organization.

2. The goals of the organization and its methods for attaining these goals.

3. The organization's stage in its life cycle.

Career Pathing

The ability to choose a long-term career goal; to make a commitment to attaining that goal; and to devise plans or strategies that include short-term, intermittent steps to achieve that goal.

JOB-FINDING HINTS

1. HANDLING OPEN APPLICATIONS

   Your bargaining position as a job applicant becomes much stronger when you receive your first job offer.

   If you have not heard from other organizations of particular interest, you may wish to call these employers to (a) explain that you have an offer, but like their job better, and (b) ask when a decision on your application will be made.

2. THE SALARY QUESTION

   Although many jobs have a definite salary range, try to learn the going rate for persons with your background in your field. And rather than listing your salary requirements, try getting the employer's interest first.

   To avoid asking for less money than the employer is willing to pay, try to get the employer to cite a figure; then you can respond to it.

3. THE RESUME VERSUS THE APPLICATION

   Application forms are employer-oriented, requesting general information on all aspects of your background.

   By contrast, the resume is your document, providing the opportunity for you to emphasize your strong points and minimize your weak points. For example, one person may stress academic honors, while another may emphasize related work experience. By this principle of "slanting your qualifications," you can present your candidacy for a particular job in the most favorable light.

4. THE INTERVIEW RULE OF THREE

   One good way to prepare for the job interview is as follows:

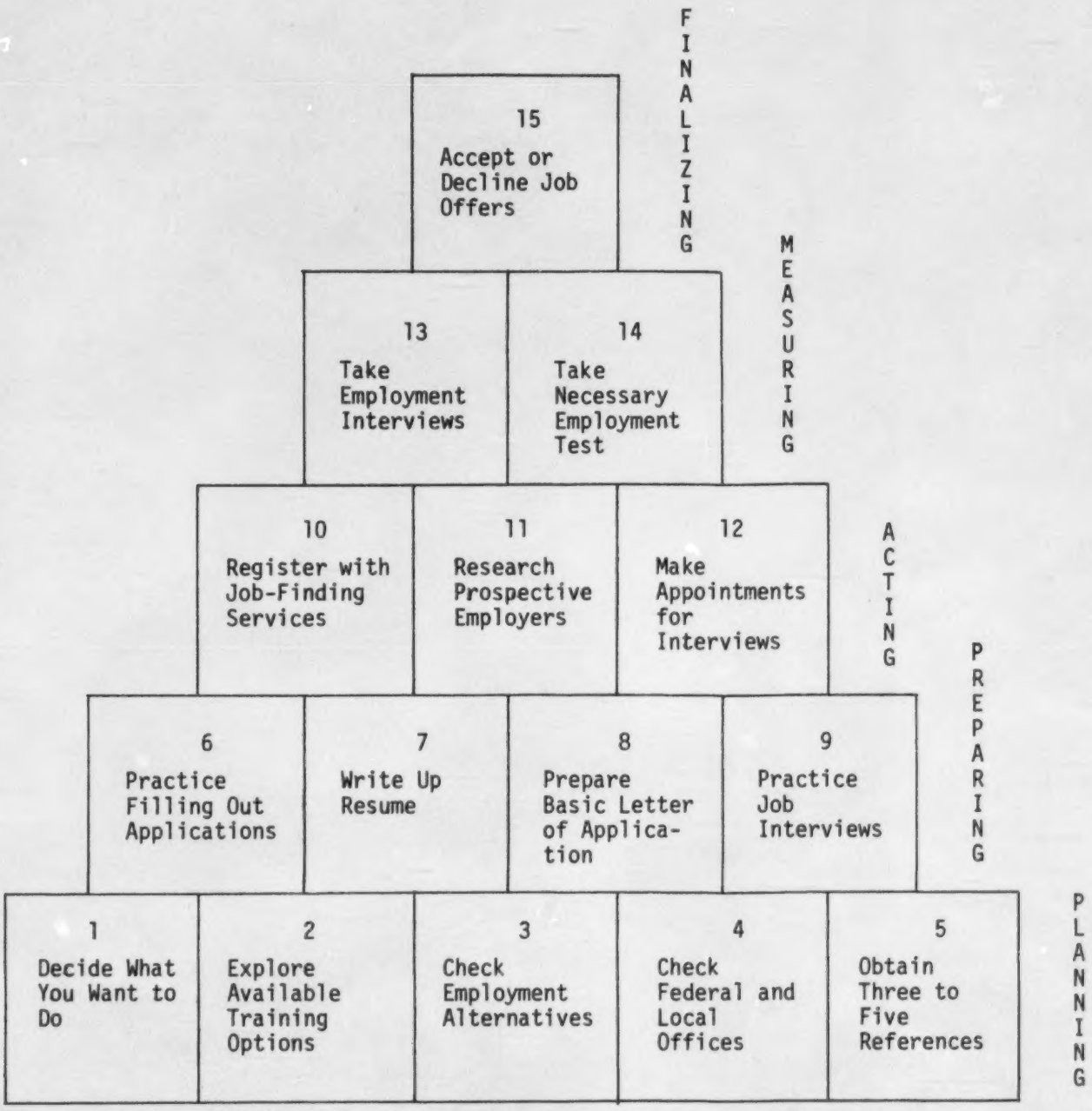
   a. Know three reasons why you particularly like the employer.

   b. Know three reasons why the employer should want to hire you rather than other candidates.

   c. Have three good questions to ask the employer.

JOB SEARCH PYRAMID*

15 Steps to Career Planning



*Copyright by the Garrett Park Press and reproduced by permission. This is one of a set of 25 charts sold for $29.95 by the Garrett Park Press, Garrett Park, Maryland 20766.

PLANNING

1. DECIDE WHAT YOU WANT TO DO

   What do you do most well? Least well? What do you like to do? Dislike? Where do you want to live?

   How important to you are such things as security, responsibility, money, challenge, freedom, service, status, overseas work, time for hobbies or sports, frequent relocations?

2. EXPLORE AVAILABLE TRAINING OPTIONS

   Apprenticeships.
   Military service as a means of acquiring a job skill.
   Further education (either full- or part-time) in a trade school, college or university.
   Job corps or neighborhood youth corps.
   Employer on-the-job training (OJT).
   Manpower-development training programs.

3. CHECK OUT EMPLOYMENT ALTERNATIVES

   State and local government jobs.
   Federal civil service positions.
   Business and industrial jobs.
   Nonprofit organizations, such as hospitals, schools, clinics and religious agencies.
   Self-employment or obtaining a franchise.

4. CHECK FEDERAL AND LOCAL OFFICES

   Obtain a Social Security card. Contact the nearest Social Security Office, listed in the phone directory under "U.S. Government."

   If you are under age 18, check with the Board of Education or State Employment Service for local laws on child labor.

5. OBTAIN THREE TO FIVE REFERENCES

   Select references from teachers, school administrators, counselors, summer employers, part-time-work supervisors, local business leaders, community leaders and professional people who know you well. You may be judged by whom you know, as well as by what they say about you.

   Ask permission to cite these people as references. Do not ask for "To whom It May Concern Letters" to give to employers.

6. PRACTICE FILLING OUT APPLICATIONS

Obtain blank application forms from local employers or educational institutions.

Practice filling these forms out, to learn what information is requested and what information you will need to provide.

If you have had relatively little work experience, use part-time and summer jobs, volunteer work and/or hobbies to demonstrate your skills and interests.

For references, list accurately each person's name, job title (if any), complete address and phone number. Be sure you have cleared the use of each reference (see #5).

Ask the most experienced person available to examine your sample applications and offer criticisms.

7. WRITE UP YOUR RESUME

Organize, in a logical fashion, information on your education, experience, personal background, interests and references. Strive for a tone of "modest self-confidence." Keep your resume to one page.

If you cite job goals, keep them broad enough so as not to eliminate any employers whose organization may be of special interest to you.

Stress your accomplishments, but account for all major work and educational activities.

Prepare a draft of your resume and ask the most experienced person available to suggest how it may be improved.

Don't try to save money here. Get the best possible typing and reproduction job.

8. PREPARE A BASIC LETTER OF APPLICATION

Draft a general letter of application, detailing your career interests, your background and your date of availability.

Stress what you can do for the employer, rather than the fact that you may need a job. Take a generally positive approach. Employers are apt to be more interested in persons who have successfully adjusted to other situations.

Avoid using too many "I's" in your letter.

Adapt your letter to specific jobs by adding sections that carefully relate your experience and interests to available openings or employment possibilities that are of special interest.

9. PRACTICE JOB INTERVIEWS

Think of questions you may be asked in the interview and plan how you will answer them.

What are your greatest strengths? What is your most pertinent experience? How can you introduce these into the interview conversation?

How can you express your liabilities as assets? For example, if you are inexperienced, you also are flexible.

Ask a family member, a friend or (even better) employers you know to role play a practice interview with you.

Have the same person (or a third person) critique your practice interview.

ACTING

10. REGISTER WITH JOB-FINDING SERVICES

School counselors, teachers or placement officers.

State Employment Service and private employment agencies.

Coordinators of work-study programs.

Parents, other relatives and family friends.

Recent graduates of your school.

Professional associations.

School or community career fairs or carnivals.

Former employers from summer and part-time jobs.

Classified newspaper and magazine ads.

Youth-agency leaders and counselors.

Civil service officers of local, state or Federal government.

11. RESEARCH PROSPECTIVE EMPLOYERS

Before you contact employers by letter or go for an interview, find out all you can about the organization. What does it do, how is it changing, and what are its greatest successes and problems?

Ask friends, relatives and even strangers (customers, persons in related organizations, etc.) about the potential employer and its products or services.

If copies are available, read the most recent annual report. Obtain copies of relevant literature when you are visiting the employer's office. Know why the employer is of particular interest to you.

If you are uncertain about an organization, check with the Better Business Bureau about it.

12. MAKE APPOINTMENTS FOR INTERVIEWS

Contact employers through a letter of application or by phone to ask for an appointment.

Learn the name, title or job function of the person or persons with whom you will be talking.

Clarify where the interview will be held. If necessary, learn exactly how to get there.

If you schedule several interviews in a single day, allow a good margin of time between each. Otherwise, you may get off schedule because an interview began late, took longer than anticipated or was followed by other interviews within the same organization. The best rule (unless organizations are very close geographically) may be to schedule no more than one interview each half day.

13. GO TO EMPLOYMENT INTERVIEWS

Arrive about 5 minutes early for the interview (and certainly never be late). Don't treat the reception area as a dating bureau. Check again to learn with whom you will be talking.

Be neatly dressed and attentive, and address the interviewer by name.

Listen carefully to all questions, respond fully to them and present your qualifications in the most favorable light for the job under discussion.

If your particularly strong points do not come up early in the conversation, try to work them into the interview. Without overdoing it, demonstrate that you have done some research on the employer; this will show your interest.

Before you leave, clarify what the next step will be and who will take it. If you mean it, thank the interviewer for his or her time and express your interest in the job.

Immediately afterward, use cards or an interview log to record the date, the person with whom you talked, what was discussed, the outcome and the next steps.

14. TAKE THE NECESSARY EMPLOYMENT TESTS

If employment tests are required, learn what kinds of tests will be administered. These might be interest (to see if you are like persons who are successful in the field), aptitude (to measure your skills), achievement (to measure your knowledge about a particular thing), or intelligence (to obtain an indication of mental quickness).

Know where and when the test or tests will be given and what you are expected to bring with you. Be prepared for both paper and pencil tests and for other types of "tests," such as requests for work samples. What must you bring to the testing room?

If there will be a timed test, learn if you should guess when you are uncertain, or if incorrect answers will be deducted from the total score of correct answers.

If a standardized test, such as a civil service examination, is to be given, get a test-preparation book and practice on the kinds of questions you will encounter.

Work quickly and accurately, as even a few correct answers can make a significant difference in your score.

15. ACCEPT OR DECLINE JOB OFFERS

Evaluate all job offers that you receive in terms of the type of work, opportunity for advancement, reputation of the employer, training you will receive, salary offered and prospects for the future, outlook for the industry as a whole and location.

Accept by letter, phone or in person the best available offer. Write all other employers who have offered jobs to express your thanks for the opportunity and to explain that you have decided to accept another job. Handle all such rejected job offers as if they were from potential future employers.

Learn where and when you are to report for work.

SESSION VI

REVIEW OF SESSION V

Begin the final session of the workshop by reviewing Session V and responding to any questions or comments participants have.

CAREER INVESTIGATION EXERCISE (conclusion)

Devote the next part of the session to the final discussion of participants' career investigations. By now, participants should have completed all four interviews and "Career Investigation" forms.

Following are suggestions for questions facilitators can use to encourage a discussion of the career investigations. Facilitators may wish to present these questions to participants in a single large group, or they may prefer to divide the group into small groups of 3 to 5 persons each. (If facilitators choose the latter procedure, they should give each small group a list of the questions and ask the groups to reach a consensus. One person from each small group should report her group's findings to the large group, and then the large group should participate in a discussion as a whole.)

What did you think of this exercise?

Did you find this exercise useful?

What was the most useful information you learned from this exercise?

In what ways can you use this information?

Were the people you interviewed helpful and/or encouraging?

Do you feel that the exercise helped encourage you to begin thinking about and planning your career?

WORKSHOP SUMMARY

Facilitators should next spend time summarizing the content of the Career Planning workshop. Briefly review the following concepts:

Career

Job

Organizational structure

Career pathing

Also reiterate the workshop goals (see Session I). Ask participants if they feel the goals of the workshop have been achieved. At this point, ask participants to share their feelings about the workshop. Has it met their expectations? Do they feel it has been worthwhile? What concepts would they like to see expanded?

PERSONAL CAREER PLANNING EXERCISE

Facilitators should next introduce the "Personal Career Planning Exercise." This exercise should be the culmination of the Career Planning workshop. Ask each participant to read the exercise carefully, think about it and then write her responses. Be sure to encourage participants to try to incorporate the information they have learned from the workshop into their responses to this exercise. Also encourage participants to think carefully about their choices for the contracts. It is up to them to make arrangements to meet (after the workshop) and share their progress in this personal career planning process.

WORKSHOP EVALUATION AND WRAP-UP

After participants have had ample time to complete the exercise, ask them to fill out the workshop evaluation forms. Collect the forms as they are completed.

End the workshop by asking participants if they have any thoughts they might wish to share. Then facilitators should make appropriate comments on their own feelings about the workshop and its accomplishments. If applicable, give participants their C.E.U. certificates. Also give participants a list of the names of all workshop participants and facilitators, along with their phone numbers and addresses.

(Note: Facilitators should meet within a week or two following the last session of the workshop to share the workshop evaluation forms and to discuss the design and format of the workshop, including any additions or deletions that might be helpful for future workshops. This is the time, too, to send a thank-you note and honorarium to each role model who participated in the panel during Sessions III-V. Further, you might wish to write a short note to each participant, personally validating one or two characteristics or behaviors you noted during the workshop and encouraging her in her efforts toward career planning.)

PERSONAL CAREER PLANNING EXERCISE

Name _____

Date _____

For now my career goal is:

I would like to achieve this goal by (date): _____

To achieve my career goal, I must do the following things (list at least three steps):

1.

2.

3.

My projected timetable for each step to reach my goal is:

1.

2.

3.

I think the following people (or institutions) can assist me in achieving these steps:

1.

2.

3.

This is how they can help me:

I will attempt to meet with these people and discuss the ways they can assist me by (dates):

1.

2.

3.

I can anticipate that the following problems or obstacles might get in the way of my achieving these goals:

This is how I can overcome these problems or obstacles:

I would like to make a contract with (name of another workshop participant):

_____.

We will meet on (date) _____ at (time and place) _____

_____ to discuss our progress in our career plans and to provide support and encouragement for each other.

If necessary, I will review this personal career plan on (date) _____ to note my progress (or lack of progress) and to make any changes necessary to make the plan work.

WORKSHOP EVALUATION FORM

Date_____

The questions below have been designed to aid us in the evaluation of various aspects of this workshop. We are interested in obtaining your honest evaluation so that this information can be used to plan future workshops that will provide maximum benefit to participants.

Section I:

For each question, please rate your response on a 5-point scale, according to the definitions at the top of each column. A space (#20) at the end of the first section is provided for any explanation of your responses you may want to provide.

Please circle the number on the scale most closely matching your response to each question.

	Not at All	Very Little	Some	Quite a Bit	A Great Deal
L. Did you like the structure of the workshop?	1	2	3	4	5
2. Did the workshop succeed in meeting the stated goals and objectives?	1	2	3	4	5
3. Did the workshop fulfill your personal goals and expectations?	1	2	3	4	5
4. Did you feel there was enough time for discussion?	1	2	3	4	5
5. Did you feel discussions were instructive and relevant?	1	2	3	4	5
6. Did you find the contact with minorities from other companies helpful and instructive?	1	2	3	4	5
7. Did you feel there was enough time for informal meetings with the workshop leader(s) and with other participants?	1	2	3	4	5

	Not at All	Very Little	Some	Quite a Bit	A Great Deal
8. Was the level of the workshop too advanced?	1	2	3	4	5
9. Was the level of the workshop too basic?	1	2	3	4	5
10. Do you feel you learned something in this workshop that you will try out on your present job?	1	2	3	4	5
11. Do you anticipate using the things you learned in future jobs?	1	2	3	4	5
12. Did this workshop alter your career plans in any way?	1	2	3	4	5
13. Do you feel more capable of handling problems with a manager or a supervisor after having attended this workshop?	1	2	3	4	5
14. Did the workshop leader(s) lecture in an interesting and understandable way?	1	2	3	4	5
15. Did the workshop leader(s) seem informed about the subject matter?	1	2	3	4	5
16. Did the leader(s) seem willing to teach and to share knowledge with the group?	1	2	3	4	5
17. Did the leader(s) use the time provided in the most effective way?	1	2	3	4	5
18. Did the leader(s) facilitate the group in sharing ideas and in learning from each other?	1	2	3	4	5
19. Did the leader(s) encourage questions and group discussions?	1	2	3	4	5

20. Please use this space to qualify or explain any of your responses to the above questions:

Section II:

Please indicate, in your own words, the weak and strong points of the workshop.

1. Please describe the idea, concept, feeling, etc., that you learned or experienced in this workshop which you were the most impressed by and which you will use or would like to use in the future.

2. What did you most enjoy about the workshop?

3. What did you least enjoy about the workshop? What suggestions do you have to improve it?

4. Do you have complaints concerning the physical aspects of the workshop (the room was too hot/cold; there was too much outside noise; etc.)?

5. Did you miss any part of the workshop? Yes_____ No_____ If yes, which part(s) and why?

6. Would you like to receive any additional job-related training? If so, please indicate the type of training (business skills, budgeting and problem solving, organizational skills, assertiveness training, career planning, interviewing skills, etc.).

7. Additional comments concerning the workshop:

SUGGESTED READING LIST

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